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ABSTRACT

The needs of predominantly Hispanic colleges and universities are discussed, based in part on the experience of Our Lady of the Lake University (OLLU) of San Antonio, Texas. Some comparisons are made of the educational attainment of Hispanics and Blacks. Available statistics indicate that only about 30 percent of Hispanics who enter college complete their studies, compared to 61 percent of Whites and 40 percent of Blacks. In 1978, 86.9 percent of all Hispanic college students attended public institutions, and 53.3 percent of this number attended public two-year colleges. Of the fall 1983 undergraduate students enrolled at OLLU, 52 percent were Hispanic. The income level and educational attainment of the Hispanic population as a whole have been below those of the general population. Characteristics of institutions whose student body is at least 30 or 40 percent Hispanic are identified, including the geographic distribution of the institutions, public versus private status, and type of institution. Needs of institutions dedicated to the education of Hispanics are identified, including the following: strong academic and development study programs, career options to provide quick socioeconomic mobility for first-generation college graduates; and sufficient Hispanic faculty and staff. (SW)

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Our Lady of the Lake University of San Antonio

Theresa G. Gold

An Overview of Hispanic Institutions of Higher Education

Introduction

An effort has been made to gather statistical and other types of data on the educational attainment of Hispanics as a minority group in the United States. The report that follows was compiled from many different sources. However, it is important to note that there is a considerable time lag in the reporting of important data, such as enrollment statistics. From the following report, it may be generalized that the educational attainment of Hispanics has improved somewhat in the past 20 years, but a concerted effort will be needed to bring this rapidly growing segment of the U.S. population to its fullest potential. Some effort has also been made to compare the educational attainment of Hispanics and Blacks, particularly in terms of their higher education and the role of the institution of higher education in providing postsecondary education to minority students.

Basic Statistics

In speaking of "Hispanics," it must be noted that Hispanics are not a race, a nationality, or a narrowly defined ethnic grouping. The term implies Spanish origin, yet many Hispanics do not have a Spanish surname nor do they necessarily speak Spanish. Hispanics are generally defined as either Spanish surnamed or of Spanish descent or heritage. Hispanics in the United States are referenced by many other terms: Latin, Latino, Latin American, Chicano, Cuban, Mexican American, Puerto Rican, and others. They are peoples whose origins are in Spain and the areas Spain settled in the

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Western Hemisphere: Mexico, Puerto Rico, Cuba, and Central and South America.

On the mainland U.S.A., the Hispanic population almost doubled between 1970 and 1980, and it continues to grow rapidly. According to the 1980 Census, there are 14.6 million Hispanics in the U.S. and another 3.2 million in Puerto Rico. More current estimates by the Census Bureau place the number at 15.9 million in the U.S. as of March, 1983. The number of Hispanics is expected to increase dramatically in the next decade, particularly those of college age. According to some predictions, Hispanics could outnumber Blacks in the U.S. by the end of the century. The Hispanic population is relatively young; the average age in 1980 was 23.2, compared to 30 for the whole population of the U.S.

Some 85 percent of the Hispanic population is concentrated in nine states: Arizona, California, Colorado, Florida, Illinois, New Jersey, New Mexico, New York, and Texas. Over half of all U.S. Hispanics live in two states; about 31 percent in California and 20 percent in Texas.

Only 45 percent of Hispanics over age 25 (as reported in the 1980 Census) had a high school education, compared to 51 percent for Blacks and 70 percent of whites. The Hispanic family median income was $14,569 compared to $20,502 for whites.

The young population, families larger than the average, and the continuing influx of new arrivals will serve to increase the population, while the constant flow of immigrants from Latin America will serve to skew the statistical gains made by those already established here in terms of social, economic, and educational attainments.

Hispanics and Higher Education, Some Generalizations

In 1980, Hispanics comprised 6.5 percent of the U.S. population, but

only 4.2 percent of the college undergraduates. At the same time, Blacks comprised 11 percent of the total population and 10.1 percent of all undergraduate students. Only about 30 percent of the Hispanics who enter college complete their studies, compared to 61 percent of whites and 40 percent of Blacks.

Statistics for the Fall of 1978 (the most recent term for which comprehensive reports are available) show that only 13.1 percent of all Hispanic college students were enrolled in private institutions. Of these, 4.1 percent were students at universities, 7.9 percent at other four-year colleges, and 1.1 percent at private two-year colleges. By contrast, the 86.9 percent who enrolled at public institutions were heavily concentrated in two-year institutions--53.3 percent of all Hispanic college students were in attendance at public two-year colleges. Universities enrolled 8.6 percent of the Hispanic college students, and 25.0 percent attended other four-year colleges. Although these figures were based on enrollments five years ago, there is sufficient reason to believe that current enrollments follow the same pattern.

Retention and Persistence

Again, statistical evidence, although somewhat dated at this time, is available to show that in spite of the fact that three-fourths of community college entrants indicate, as freshmen, that they intend to obtain at least a bachelor's degree, their chances for actually transferring to a senior institution and completing the baccalaureate are slim. By contrast, studies show that for all categories of students, the proportions who complete bachelor's degrees within nine years of college entrance are two to three times higher in universities and four-year colleges than in two-year colleges. Although many minority students, particularly Hispanics, attend community colleges because of financial reasons and because they may not meet the admission

requirements for four-year institutions, research shows that this low bachelor's degree completion rate of minorities who enroll at community colleges is not simply the result of poor academic preparation.

Hispanic Institutions of Higher Education

Due to their location in centers of Hispanic residence--plus other factors that will be discussed later--certain institutions of higher education enroll proportionately larger numbers of Hispanic students than do others.

An institution of higher education might be categorized as a "Hispanic institution" if the percentage of Hispanic undergraduate students exceeds that of any other single group of students, as for example, black, Anglo (white), Native American, or "other." Defining an institution as Hispanic if the percentage of Hispanic students, both undergraduate and graduate, exceeds that of any other single group is another legitimate way of stating this primary distinguishing characteristic. An additional possibility in the matter of defining the institutions that will constitute this set of "Hispanic colleges/universities" is to establish an absolute percentage of either undergraduate or total enrollment (such as 30 percent or 40 percent Hispanic) without regard to the ethnic/racial background of other students enrolled.

It must be noted that even at institutions serving large numbers of Hispanics, the numbers of Hispanics enrolled as graduate students is often not very large. Many institutions committed to advancing the educational opportunities of Hispanics may not fit the category of "Hispanic institution," though, if total enrollment figures--including graduate students--are used.

The experience of Our Lady of the Lake University (where the Hispanic group is the predominant one if either undergraduate only or total enrollment figures are used) in interacting with institutions of similar ethnic/racial

composition indicates that colleges/universities with a minimum Hispanic undergraduate enrollment of 40 percent or a minimum total enrollment that is 30 percent Hispanic face basically the same challenges. Two sets of statistics, based on Fall 1980 enrollments, follow. The first uses a minimum of 30 percent Hispanic in relation to the total institutional enrollment as the distinguishing factor; the second set uses a minimum of 40 percent Hispanic in relation to total enrollment. It is anticipated that the universe of Hispanic institutions would be somewhat larger than either of the two sets provided if a minimum of 40 percent Hispanic in relation to the undergraduate enrollment were the criterion used and/or if more current enrollment figures were available.

Set 1-Total Enrollment at least 30% Hispanic

Total number of institutions = 77[1]

Geographic distribution of institutions

Arizona - 1
California - 5
Colorado - 1
Connecticut - 1
Florida - 4
New Jersey - 1
New Mexico - 4
New York - 7
Oregon - 1
Texas - 18
Puerto Rico - 34

Institutions by control

	Mainland U.S.	Puerto Rico	Total
Private	14	26	40
Public	29	8	37

[1] List of institutions is provided in Appendix A

Institutions by type

A. Private

	Mainland U.S.	Puerto Rico	Total
Comprehensive University			
Other 4-year[2]	11	15	26
2-year	3	6	9
4-year branch			
2-year branch		5	5

B. Public

	Mainland U.S.	Puerto Rico	Total
Comprehensive University		1	1
Other 4-year[2]	8	1	9
2-year	21	1	22
4-year branch		4	4
2-year branch		1	1

Set 2-Total Enrollment at least 40% Hispanic

Total number of institutions = 59[3]

Geographic distribution of institutions

Arizona - 4
Florida - 3
New Mexico - 2
New York - 2
Oregon - 1
Texas - 13
Puerto Rico - 34

[2] 4-year undergraduate institutions that may also award postbaccalaureate degrees.

[3] List of institutions is provided in Appendix B

Institutions by control

	Mainland U.S.	Puerto Rico	Total
Private	6	26	32
Public	19	8	27

Institutions by type

A. Private

	Mainland U.S.	Puerto Rico	Total
Comprehensive University			
Other 4-year[4]	5	15	20
2-year	1	6	7
4-year branch			
2-year branch		5	5

B. Public

	Mainland U.S.	Puerto Rico	Total
Comprehensive University		1	1
Other 4-year[4]	5	1	6
2-year	14	1	15
4-year branch		4	4
2-year branch		1	1

[4] 4-year undergraduate institutions that may also award postbaccalaureate degrees.

Comparison of Black and Hispanic Institutions

The institutions enrolling large numbers of Hispanics differ in several ways from the nation's over 100 historically black institutions, which are located chiefly in the South, but are also found in Ohio and Pennsylvania. Many of the historically black colleges were established over a century ago;

some are very large, and several have prestigious law and medical schools.

By contrast, the institutions enrolling large numbers of Hispanics tend to be small undergraduate institutions that are less than 20 years old. While many historically black institutions were founded with the express mission of serving Blacks and have for many years been controlled by Blacks, most institutions with large Hispanic enrollments are staffed and administered chiefly by non-Hispanics. In fact, of the institutions on the U.S. mainland, only four can be classified as "historically Hispanic," since they were established specifically to serve Hispanic students and have bilingual curricula and Hispanic leadership. These four are: Boricua College, Colegio Cesar Chavez, D-Q University (in Fall 1980, classified as a predominantly Native American institution), and CUNY Hostos Community College. All four of these institutions were established in the 1970s and in 1978 enrolled only 2,154 Hispanic students collectively.

Our Lady of the Lake University as a Predominantly "Hispanic Institution"

In the case of Our Lady of the Lake University, for example, both the recruitment and cultivation of the Hispanic student are natural outgrowths of the mission of the institutions's founders and the geographical location of the institution.

Our Lady of the Lake was founded as a liberal arts college for women in 1911, primarily to prepare young Texas-born women to teach in small schools in isolated parts of this and adjoining states. The founding Congregation of Sisters of Divine Providence was itself founded to bring education to the children of poor families in the villages of French Alsace. A small band of sisters came to Texas in 1868 as missionaries to continue this work in education. At the site now known as Our Lady of the Lake University, they first established an Academy in 1896 to provide private secondary education for young women.

Ever sensitive to the educational needs of the people they came to serve, the sisters established normal school classes to train members of their own order to teach. This was the forerunner of Our Lady of the Lake College.

The OLL campus was at first located far from the populated sectors of San Antonio. However, the surrounding area gradually became the center of the Mexican-American population of the city and county--particularly with the influx of immigrants from Mexico and South Texas at the turn of the century, and again following revolutions in Mexico and economic hard times in the Rio Grande Valley of South Texas. This sector grew in population but was generally ignored by the political and business establishment so that the physical development was unplanned and uncontrolled. Today, OLLU is located in a census tract that is characterized as among the nation's most heavily Hispanic, also among the lowest in income, highest in population density, and lowest in educational attainment.

In providing educational services, not only were the Sisters of Divine Providence concerned with the education of the less fortunate, they were also concerned with high educational standards based on the type of training they had received under the European system. In spite of the fact that several institutions of higher education had been operating in San Antonio prior to the establishment of Our Lady of the Lake, in 1923 OLL became the first institution of higher education in San Antonio to receive full accreditation by the regional accrediting body (Southern Association of Colleges and Schools).

In addition to the liberal arts, Our Lady of the Lake has traditionally emphasized preparation for the human service careers, including teaching, social work, counseling, and speech pathology. The year 1942 saw the first graduate school of social work in Texas established at Our Lady of the Lake. Growing out of this concern for the less fortunate, the emphasis on the human service professions, and the social justice practiced by the founding sisters,

OLL has been open to students of many ethnic backgrounds.

As a result, Our Lady of the Lake University has been a positive force in the betterment of the quality of life of San Antonio's Mexican-American population. Many of the programs that the University has designed and implemented over the past twenty years have been direct responses to the needs of the majority of San Antonio's citizens and have had their origin in the sense of justice that permeates this institution. Project Teacher Excellence (PTE) is just one example of the many projects that have placed OLLU at the forefront of colleges and universities that have made commitments to disadvantaged groups.

As detailed in the Carnegie Commission on Higher Education's Report entitled The University and the City: Eight Cases of Involvement (McGraw Hill, 1973), Project Teacher Excellence was "a radical experiment...which enrolled Mexican-American students who would not ordinarily qualify for admission to or be able to afford the school. The project aimed to prepare them to become bilingual teachers in the Mexican-American community. This has been a bold experiment, fraught with difficulty, but it is succeeding because of the support of key faculty members and administrators and the tremendous ability of the students themselves. Its success has made PTE's supporters and students proud and has caused many of its original detractors to rethink their opposition." The spirit that created PTE almost twenty years ago is still alive at OLLU today and is seen in a variety of programs created to serve underprepared but motivated students.

Over two years ago, the original group of PTE students gathered for a ten-year reunion. Of the thirty-four students in the first PTE graduating class, data were available on 29. Of these 29 (all of whom, obviously, had a bachelor's degree), educational attainments include: 1 Doctor of Laws (J.D.): 5 Doctoral candidates with prior master's degrees; 2 with two master's degrees;

10 with one master's degree; and two with graduate work but no graudate degree completed. The Certificate of Appreciation that the PTE graduates presented to the University reads as follows: "For being a pioneer among higher education institutions and accepting the challenge of implementing an experimental model for training minority students to become teachers in bilingual education."

Our Lady of the Lake University's current "mission statement" addresses, in part, the preferred environment for education as "a small but diversified community which provides opportunities for students from all backgrounds and fosters the complete development and self-realization of the individual learner...." Some statistics on the current enrollment at OLLU reveal the continuing emphasis on the minority student.

Of the undergraduate students enrolling at Our Lady of the Lake University for the Fall 1983 semester, 52 percent were Hispanic. The overall enrollment, graduate and undergraduate, at OLLU was comprised of 45 percent Hispanic students. This proportion has held fairly steady for approximately the past ten years, fluctuating only within six percentage points. Either as a proportion of the undergraduate students or of the total enrollment, Hispanics constitute the largest group of Our Lady of the Lake University students.

Needs of Hispanic Students

From OLLU's experience in serving the Hispanic students of San Antonio and the Southwest, some general conclusions may be drawn about the Hispanic population and about the Hispanic individual as a student.

It has been shown that the income level and educational attainment of the Hispanic population as a whole are below those of the general population. Among the deterrents to improving the educational level of the Hispanic population is an obvious one, the language barrier. Even among Mexican

Americans who have resided in South Texas for generations, Spanish is often the primary language. Because of their language, their occupational status, and the lack of college-educated role models, these Hispanic Americans have been the object of a definite discrimination in the job market and in the school systems.

Even today, young Hispanics face serious obstacles in gaining admission to college and then succeeding in completion of a college degree. Some of these handicaps--such as lack of financial resources--are the same or similar to those faced by other minority groups and inter city residents across the nation. In addition, many young Hispanics find that their secondary school preparation has been inadequate due to the language barrier, underfinanced schools in their neighborhoods, and a persistent discrimination that still discourages many Hispanics from enrolling in demanding college preparatory courses.

It is often difficult to convince young Hispanics of the benefits of four years of higher education when they and their families see the immediate need to augment family income. When Hispanics do go to college, financial restraints and cultural factors lead them to choose a college or university near home so they may remain close to their families. They often find it necessary to interrupt their college studies ("stop out") to work or help with family crises. In fact, 38 percent of the Hispanic students in one study report the "ability to live at home" as a "very important" criterion in selection of a college. For whites, this same criterion was reported as "very important" by just 18 percent.

Among first-generation Hispanic students, the social sciences have generally been the most popular choice of college major. Most respondents in one survey agreed that this is because Hispanics believe their involvement in the social sciences would help solve social problems. After majoring in

these subjects, a number of Hispanic students go into teaching and other such helping professions. Further, Hispanics are underrepresented in the natural sciences, engineering, business administration and the humanities and fine arts.

This pattern holds true for Our Lady of the Lake students and graduates. The majority of OLL's graduates are employed in the helping professions, but career-oriented curricula such as business administration and computer science are becoming more popular among today's students. Because of the demand for more resources in these areas, OLL has strengthened these programs and is currently seeking further support for improvements in programs and facilities in the natural sciences.

Equal Opportunity and the Hispanic Student

Regardless of the type of institution a Hispanic student chooses to attend, that institution must provide not merely equal opportunity in terms of access but also equal opportunity for a quality education. Since many minority and disadvantaged students leave their secondary schools unprepared for further education, the colleges and universities must make alternative provisions for admitting those students who can benefit from postsecondary education. This means that additional time and resources must be provided to help achieve quality postsecondary education for all--especially for those who are now receiving inadequate preparation at elementary and secondary levels. Both public and private institutions must deal with the unique needs of this group of students. Although the private institutions frequently have the flexibility to design programs to meet student needs, these programs need a solid financial base to ensure continuity. The additional resources necessary to conduct these programs are frequently not available at public institutions either because of a constricted tax base or limitations in budget preparation procedures. Public higher education, especially the community

college, is most attractive to Hispanic students due to the lower tuition, particularly when the institution is located in or near a heavy concentration of Hispanic residence.

If one applies a basic definition of learning as a change in an individual, then the purpose of education is to increase competence in students and to help them lead more productive lives. In particular, raising the educational attainment level of a larger number of persons, especially minority and disadvantaged persons, leads to the betterment of the whole society.

By selecting students who are likely to be influenced by the educational process, regardless of their entering performance level, an institution measures its success in educating students in terms of the difference between the student's performance or abilities upon leaving the institution and that upon entry. The most important criterion is thus the candidate's level of competency at graduation. Implementation of this value-added approach leads to increasing minority group enrollment and a higher rate of graduation.

For example, at Our Lady of the Lake University, a certain number of students are admitted each year who have apparent deficiencies in their admissions credentials (approximately 50 percent of the traditional freshmen class), but who have high motivation, personal leadership, artistic creativity, or specialized talents or skills indicative of promising academic success. Following a program of developmental studies, many of these students are admitted to regular college work.

All degree plans at Our Lady of the Lake University emphasize general education content and skills. By adhering to a competence based general education program and requiring an acceptable score on a standardized testing instrument as a graduation requirement, Our Lady of the Lake University is assured that all graduates, regardless of their deficiencies upon admission, meet predetermined national standards. The instrument used, the COMP/ACT,

College Outcomes Measures Project of American College Testing, is normally administered after the student has completed 60 semester hours of credit. American College Testing recently reported that Our Lady of the Lake's students showed a higher gain in COMP total scores than those of any other participating institution. The enclosed letter (found as Appendix C) from Joe M. Steele of American College Testing also points out that the seniors who appeared poorly prepared as freshmen compared favorably with all seniors participating in the testing program.

Needs of Hispanic Institutions

Drawing from Our Lady of the Lake University's experience as a predominantly Hispanic institution, this University views the needs of an institution of higher education dedicated to the education of Hispanics as these:

* Strong academic programs to provide Hispanic students the best possible preparation for successful careers.
* Strong developmental studies offerings and culturally effective counseling and support services.
* Career options within the curriculum to provide quick upward socio-economic mobility for first generation college graduates.
* Sufficient Hispanic faculty and staff to provide inspirational role models and cultural understanding and support.
* Research capabilities to identify and analyze the special educational problems of Hispanics and to develop economical and effective solutions to these problems.
* Educational delivery mechanisms to make collegiate instruction accessible to adult Hispanics who had no opportunity to attend college when they were of traditional college age.
* Financial aid programs that provide sufficient financial aid so that students do not need to work more than half time.
* Development and public relations programs to expand the resources of the institution and foster a positive image among the business and civic communities.

Appendix A

File: Hispanic Colleges
Report: 30+% Hisp Enroll

Apr 24, 1984

State	Name	Type	Contl	Hisp %
AZ	South Mountain Cmty C	3	1	33.1956
CA	Don Bosco Technical Inst	3	2	42.8571
CA	East Los Angeles College	3	1	67.5961
CA	Imperial Valley College	3	1	51.5890
CA	Los Angeles Mission Col	3	1	41.6278
CA	Rio Hondo College	3	1	33.8235
CO	Pueblo Vocational CC	3	1	34.748
CT	Saint Alphonsus College	2	2	39.1304
FL	Biscayne College	2	2	67.0159
FL	Florida Memorial College	2	2	31.5789
FL	Miami-Dade Cmty	3	1	41.5382
FL	Snt John Vianney C Sem	2	2	47.1698
NJ	Hudson Co CC Commission	3	1	32.3579
NM	College of Santa Fe	2	2	36.7784
NM	New Mexico Highlands U	2	1	72.7519
NM	Nthn NM Community Coll	3	1	68.4519
NM	Western NM University	2	1	34.7213
NY	Boricua College	2	2	95.0518
NY	CUNY Bronx Cmty College	3	1	36.3450
NY	CUNY Hostus Cmty Coll	3	1	82.2671
NY	CUNY La Guardia CC	3	1	32.8356
NY	CUNY Lehman College	2	1	32.3529
NY	Monroe Business Institute	3	2	35.5058
NY	Taylor Business Institute	3	2	36.6059
OR	Colegio Cesar Chavez	2	2	61.9048
PR	American C Puerto Rico	2	2	99.958
PR	Antillian College	2	2	76.579
PR	Bayamon Cen University	2	2	99.791
PR	Caguas City College	3	2	100.000
PR	Caribbean Ctr Adv Studies	2	2	95.012
PR	Caribbean U College	2	2	99.846
PR	Catholic U Puerto Rico	2	2	100.000
PR	Colegio U Del Turabo	2	2	100.000
PR	Conservatory of Music PR	2	1	97.744
PR	Edp C of Puerto Rico	2	2	100.000
PR	Inst Comercial de PR JC	3	2	100.000
PR	Inst Tecnico Comercial JC	3	2	100.000
PR	Inter Amer San German Cam	2	2	98.000
PR	Inter Amer U Aguadilla Br	6	2	98.068
PR	Inter Amer U Arecibo Br	2	2	99.021
PR	Inter Amer U Barnquits Br	6	2	98.054
PR	Inter Amer U Fajardo Br	6	2	97.983
PR	Inter Amer U Guayama Br	6	2	98.028
PR	Inter Amer U Metro Cam	2	2	98.013
PR	Inter Amer U Ponce Br	6	2	97.953
PR	Intratl Inst World U	2	2	99.032
PR	Puerto Rico Jr College	3	2	100.000
PR	Ramirez C Bus and Techn	3	2	100.000
PR	San Juan Technological CC	3	1	100.000
PR	U of PR Mayaguez	4	1	100.000

File: Hispanic Colleges
Report: 30+% Hisp Enroll

State	Name	Type	Contl	Hisp %
PR	U of PR Medical Sciences	4	1	100.000
PR	U of PR Rio Piedras	1	1	100.000
PR	U of the Sacred Heart	2	2	100.000
PR	U PR Cayey University C	4	1	100.000
PR	U PR Humacao U College	4	1	100.000
PR	U PR Reg Colleges Admin	5	1	99.965
PR	Univ Caribl Med Cayey	2	2	90.798
PR	Univ Politecnica de PR	2	2	100.000
PR	Universidad de Ponce	3	2	100.000
TX	Bee County College	3	1	41.3462
TX	Del Mar College	3	1	43.4873
TX	El Paso Co Cmty College	3	1	61.4866
TX	Incarnate Word College	2	2	32.8472
TX	Laredo Junior College	3	1	88.2141
TX	Laredo State Univ	2	1	80.8824
TX	Oblate College of the Sthwst	2	2	34.9398
TX	Our Lady of Lake Univ	2	2	48.4163
TX	Pan American Univ	2	1	75.4066
TX	Saint Mary's U San Antonio	2	2	35.0161
TX	Saint Philip's College	3	1	39.1108
TX	San Antonio College	3	1	41.0947
TX	Southwest Tex Jr Coll	3	1	53.5927
TX	Sul Ross State University	2	1	32.4312
TX	Tex St Tech-Harlingen Campus	3	1	82.6301
TX	Texas A&I Univ	2	1	49.8039
TX	Texas Southmost College	3	1	63.1333
TX	U of Tex at El Paso	2	1	42.1193

KEY:

Type
1 - Comprehensive university
2 - Other 4-year college/university
3 - 2-year college
4 - 4-year branch
5 - 2-year branch campus (public)
6 - 2-year branch campus (private)

Control (Contl)
1 - Public
2 - Private

SOURCE: U.S. Department of Education

File: Hispanic Colleges
Report: 40+% Hisp Enroll
Selection: Hisp % is greater than 39.999

State	Name	Type	Contl	Hisp %
CA	Don Bosco Technical Inst	3	2	42.857
CA	East Los Angeles College	3	1	67.5961
CA	Imperial Valley College	3	1	51.5890
CA	Los Angeles Mission Col	3	1	41.6278
FL	Biscayne College	2	2	67.0159
FL	Miami-Dade Cmty	3	1	41.5382
FL	Snt John Vianney C Sem	2	2	47.1698
NM	New Mexico Highlands U	2	1	72.7519
NM	Nthn NM Community Coll	3	1	68.4519
NY	Boricua College	2	2	95.0518
NY	CUNY Hostus Cmty Coll	3	1	82.2671
OR	Colegio Cesar Chavez	2	2	61.9048
PR	American C Puerto Rico	2	2	99.958
PR	Antillian College	2	2	76.579
PR	Bayamon Cen University	2	2	99.791
PR	Caguas City College	3	2	100.000
PR	Caribbean Ctr Adv Studies	2	2	95.012
PR	Caribbean U College	2	2	99.846
PR	Catholic U Puerto Rico	2	2	100.000
PR	Colegio U Del Turabo	2	2	100.000
PR	Conservatory of Music PR	2	1	97.744
PR	Edp C of Puerto Rico	2	2	100.000
PR	Inst Comercial de PR JC	3	2	100.000
PR	Inst Tecnico Comercial JC	3	2	100.000
PR	Inter Amer San German Cam	2	2	98.000
PR	Inter Amer U Aguadilla Br	6	2	98.068
PR	Inter Amer U Arecibo Br	2	2	99.021
PR	Inter Amer U Barnquits Br	6	2	98.054
PR	Inter Amer U Fajardo Br	6	2	97.983
PR	Inter Amer U Guayama Br	6	2	98.028
PR	Inter Amer U Metro Cam	2	2	98.013
PR	Inter Amer U Ponce Br	6	2	97.953
PR	Intratl Inst World U	2	2	99.032
PR	Puerto Rico Jr College	3	2	100.000
PR	Ramirez C Bus and Techn	3	2	100.000
PR	San Juan Technological CC	3	1	100.000
PR	U of PR Mayaguez	4	1	100.000
PR	U of PR Medical Sciences	4	1	100.000
PR	U of PR Rio Piedras	1	1	100.000
PR	U of the Sacred Heart	2	2	100.000
PR	U PR Cayey University C	4	1	100.000
PR	U PR Humacao U College	4	1	100.000
PR	U PR Reg Colleges Admin	5	1	99.965
PR	Univ Caribl Med Cayey	2	2	90.798
PR	Univ Politecnica de PR	2	2	100.000
PR	Universidad de Ponce	3	2	100.000
TX	Bee County College	3	1	41.3462
TX	Del Mar College	3	1	43.4873
TX	El Paso Co Cmty College	3	1	61.4866

File: Hispanic Colleges
Report: 40+% Hisp Enroll
Selection: Hisr % is greater than 39.999

State	Name	Type	Contl	Hisp %
TX	Laredo Junior College	3	1	88.2141
TX	Laredo State Univ	2	1	80.8824
TX	Our Lady of Lake Univ	2	2	48.4163
TX	Pan American Univ	2	1	75.4066
TX	San Antonio College	3	1	41.0947
TX	Southwest Tex Jr Coll	3	1	53.5927
TX	Tex St Tech-Harlingen Campus	3	1	82.6301
TX	Texas A&I Univ	2	1	49.8039
TX	Texas Southmost College	3	1	43.1333
TX	U of Tex at El Paso	2	1	42.1193

KEY:

Type
1 - Comprehensive university
2 - Other 4-year college/university
3 - 2-year college
4 - 4-year branch
5 - 2-year branch campus (public)
6 - 2-year branch campus (private)

Control (Contl)
1 - Public
2 - Private

SOURCE: U.S. Department of Education

October 4, 1983

Albert J. Griffith
Vice President and Dean
of Academic Affairs
OUR LADY OF THE LAKE UNIVERSITY
411 SW 24th Street
San Antonio, TX 78285

Dear Al:

Please consider this letter to be a supplement to previous reports to you on the results of COMP testing at Our Lady of the Lake University. I am pleased to report to you that we have developed the capability of reporting to institutions estimated COMP total score gains. These estimated gains are computed for seniors for whom we have ACT Assessment scores obtained when these students were entering freshmen. A concordance table is used to convert the mean ACT score for a group to an estimated mean COMP Total score. Thus, the estimated gain from entry to exit can be calculated.

In a study of 52 senior institutions, the median estimated COMP Total raw score gain was 6 points, with 50 institutions showing gains of 0 - 14 points. Based on 144 seniors with ACT scores tested over a three year period, their mean COMP Total score was 184.0 and the estimated freshmen Total score was 162.8 based on a mean ACT score of 14.9. Our Lady of the Lake's results thus suggest a mean gain of 21.4 raw score points, higher than that of any other participating institution. This constitutes impressive evidence of the effectiveness of the University's curriculum in developing general education skills and knowledge.

To further dramatize this achievement, we note that the estimated entering level of proficiency of this group was quite low, at the 23rd percentile for freshmen participating in COMP. These students who appeared poorly prepared as freshmen, by senior year compared favorably with all seniors participating in COMP, with a mean at the 45th percentile.

This procedure for estimating gains was used in a study of 44 institutions (including Our Lady of the Lake) in which 50 general education program features were examined and related to mean score gains as well as persistence to graduation. This study is described in the report, Increasing Student Competence and Persistence. Many of the program features identified in this study as having a clear, practical relationship with student growth are ones that are included in Our Lady of the Lake's general education program.

2201 North Dodge Street, P.O. Box 168
Iowa City, Iowa 52243
(319) 337-1000

In the original study of 44 institutions, data then available indicated a mean gain of 20 raw score points at Our Lady of the Lake University. The larger data base referred to in this letter suggested a mean gain of 21.4 points. Data from testing in 1982-83 also supports this large amount of growth from entry to exit. For 34 seniors with ACT scores tested in October 1982 to date, the mean COMP Total score was 182.9 and the estimated freshman total score was 164.3 based on a mean ACT score of 15.4. For this small group, a mean gain of 18.6 points was indicated. Thus, for 178 seniors tested over a four year period, a mean raw score gain of 21.0 points was indicated. We feel that this reflects an accurate estimate gain for students attending Our Lady of the Lake University.

There are, of course, several other methods of estimated gain. This method provides no information about subscore gains. It also is an estimate based only on those students who, for various reasons, took the ACT Assessment in high school. This was 48% of the total sample of 370 seniors included in this four year aggregate. (No indication was provided as to how many of these students attended Our Lady of the Lake University all four years.) An alternative method for estimating gain would involve a longitudinal study in which a sample of at least 150 entering freshmen might be tested. Those remaining after four years could be re-tested to provide estimates of growth on all scales assessed by COMP.

The existing COMP mean Total score for the 178 seniors with ACT scores was 184.0, and for the 192 seniors without ACT scores was 186.4. If one assumes that those who did not take the ACT Assessment would have been at a similar level to those who did, or perhaps somewhat lower, then the estimated gain for the entire group would probably have been higher. Only if it seems reasonable to assume that those without ACT scores would have obtained an ACT mean above 16.0 would the estimated gain be smaller.

To aid you in interpreting your estimated score gain, we have plotted your gain figure on a table of estimated COMP Total score gains for 5105 seniors. Your gain figure is compared to all 52 senior institutions that have completed acceptable studies. (See list on reverse side of table.) We have also plotted the mean scores for this group on 1983 freshmen and senior reference group norms.

Thus, it seems both legitimate and appropriate for Our Lady of the Lake University to claim an extremely effective general education program. Your program is clearly more effective than any other senior institution participating in COMP for whom gain scores are available, regardless of type or size of institution. We encourage you to use this information to promote your program.

Sincerely,

Joe M. Steele

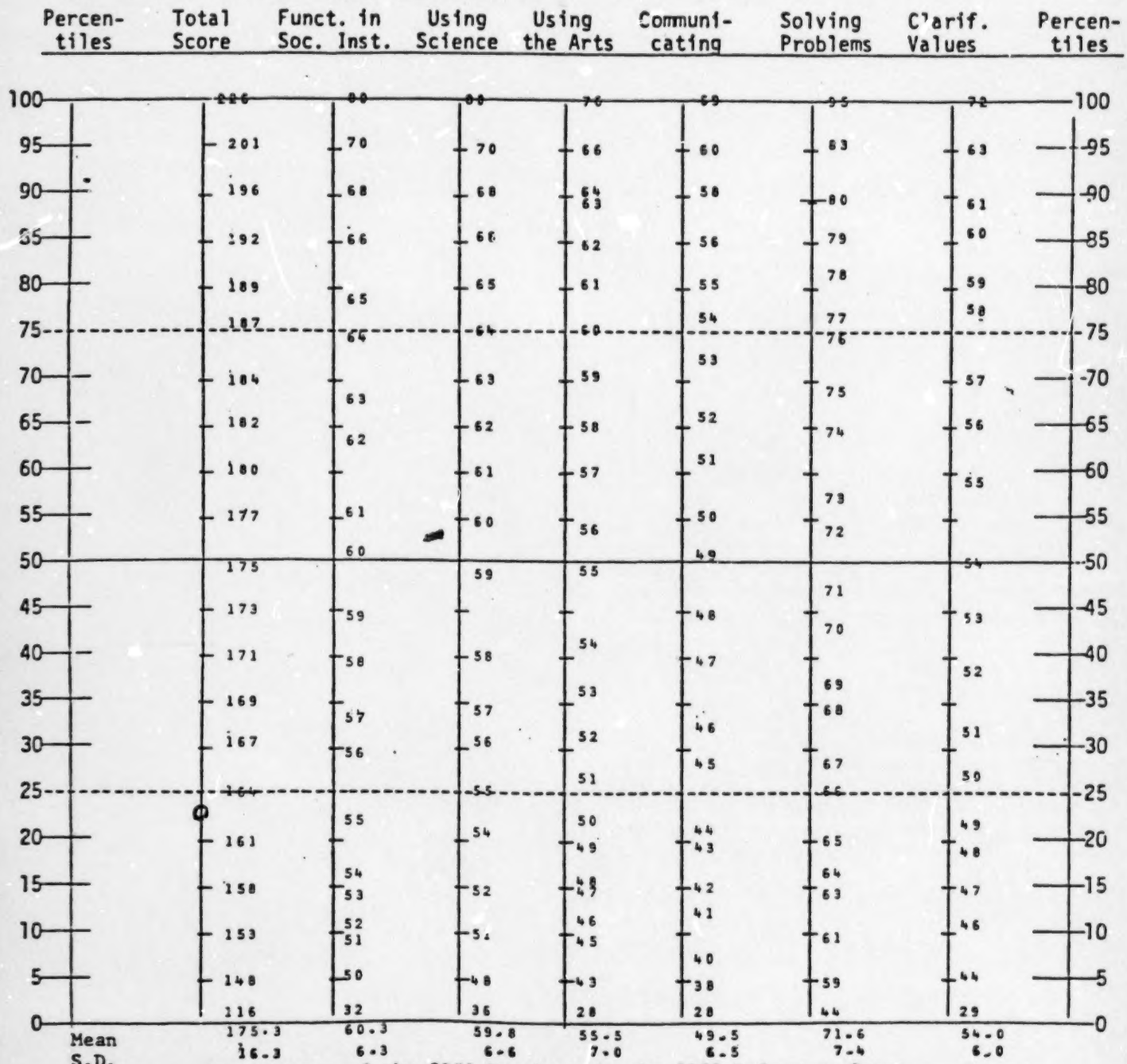
Joe M. Steele
College Outcome Measures Program

JMS/par
Enclosure

1983 COMP Entering Freshmen Reference Group Norms Appendix C
Based on 8951 Freshmen at 46 Institutions

O = Estimated Freshman COMP mean Total score based on 178 Seniors with ACT scores

Directions: Circle the place where your score falls on each scale. Refer to the Percentiles to judge your performance compared to the others in the Freshmen Reference Group. (For example, if your total score was 175, you scored above almost 50% of those in this comparison group.)



Description of the 8951 Freshmen in the 1983 Reference Group.

39% Men
61% Women

Area of Interest
42% Social Sciences
34% Natural Sciences
24% Arts/Humanities

Age Range
93% Age 19 or below
4% Age 20-22
2% Age 23-30
1% Over 30

ACT Composite (or equivalent for SAT Total) scores available for 7202 freshmen. Mean 20.6

ACT Composite Range
2% below 10
6% 10-12
11% 13-15
15% 16-18
20% 19-21
21% 22-24
16% 25-27
9% 28-30
2% over 30

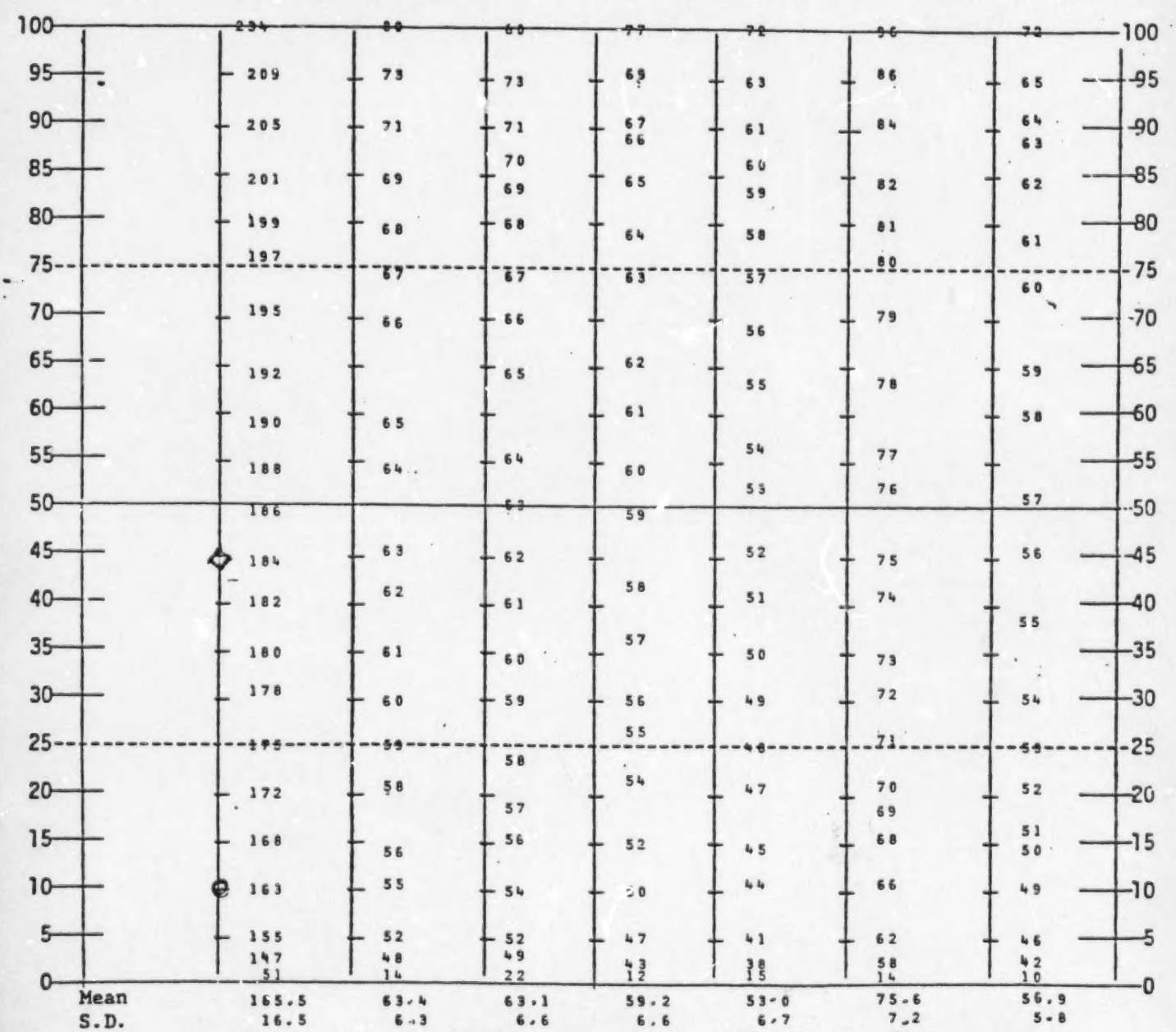
INSTITUTIONS INCLUDED IN THE
1983 ENTERING FRESHMEN REFERENCE GROUP

Allentown College
Andrews University
Bemidji State University
Bethany Lutheran College
Bethel College
Capital University
Cleveland State Community College
Cooper Union
Cuyahoga Community College
Davis & Elkins College
Erie Community College
Friends University
Green River Community College
Hardin-Simmons University
Hesston College
Illinois Wesleyan University
Iowa Wesleyan College
Loyola University of New Orleans
Marywood College
Messiah College
Mount Marty College
Mount Saint Mary's College
Nazareth College
Nebraska Wesleyan University
Neosho County Community Junior College
Northeast Missouri State University
Oakland City College
Ohio University
Orange County Community College
Penn State University
Ricks College
Rockhurst College
Saint Norbert College
Seattle University
SUNY-Plattsburgh
Talladega College
Trinity College
University of Iowa
University of Puget Sound
University of Tennessee - Martin
Upsala College
Valencia Community College
Western Michigan University
Westmont College
William Jewell College
York College of Pennsylvania

1983 COMP Senior Reference Group Norms
Based on 15,581 Seniors at 73 Institutions

Appendix C

Directions: Circle the place where your score falls on each scale. Refer to the Percentiles to judge your performance compared to Seniors in the Reference Group. (For example, if your total score was 186, you scored above almost 50% of those in this comparison group.) ◇ = COMP mean Total score for 178 seniors with ACT scores
○ = Estimated Freshman COMP mean Total score for 178 Seniors



Description of the 15,581 Seniors in the 1983 Reference Group.

45% Men
55% Women

Area of Interest
48% Social Sciences
30% Natural Sciences
22% Arts/Humanities

Age Range
1% Age 19 or below
59% Age 20-22
30% Age 23-30
10% Over 30

ACT Composite (or equivalent for SAT Total) scores available for 9364 Seniors. Mean 21.0

ACT Composite Range
2% below 10
6% 10-12
10% 13-15
14% 16-18
18% 19-21
20% 22-24
18% 25-27
10% 28-30
2% over 30

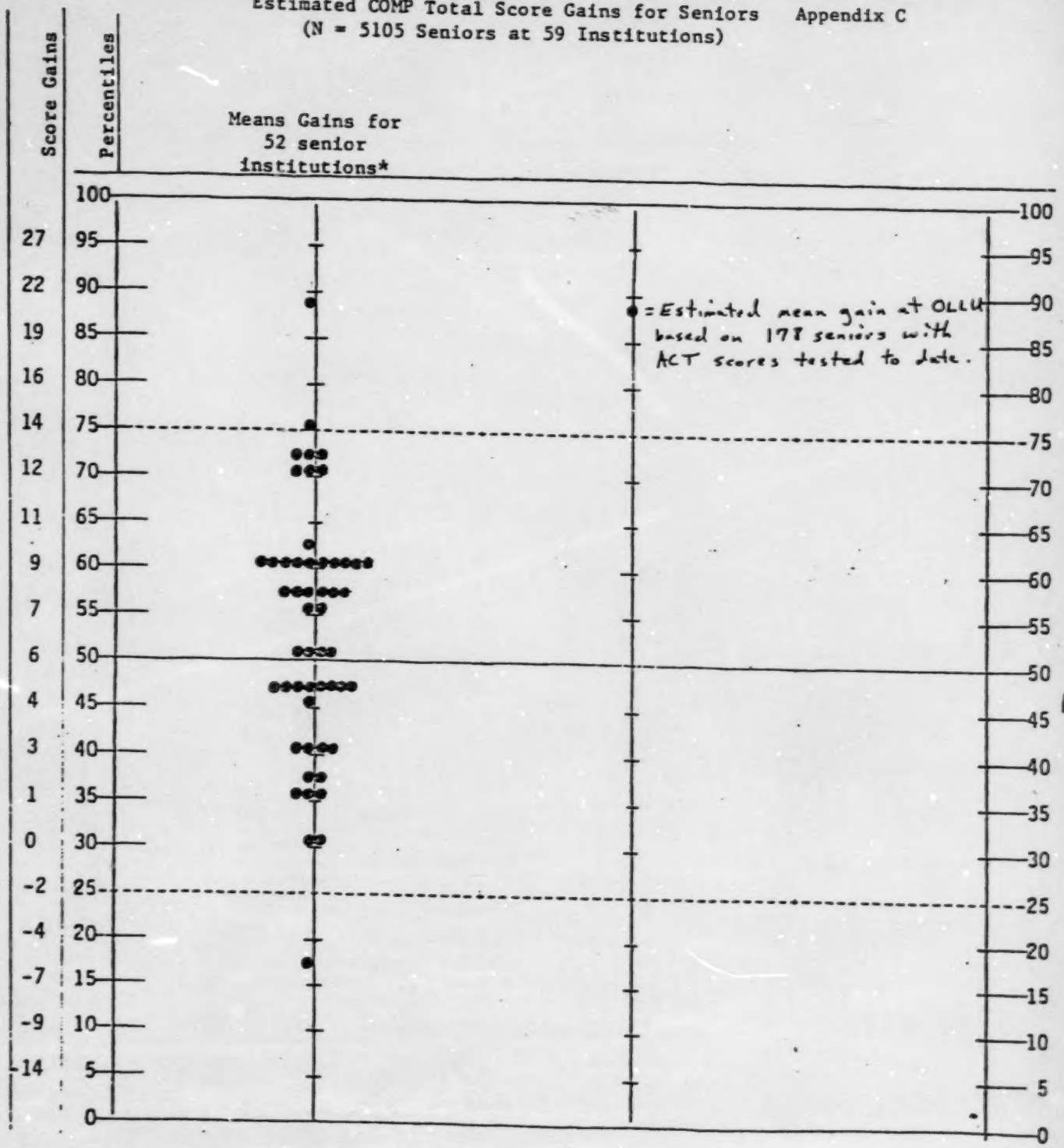
INSTITUTIONS INCLUDED IN THE
1983 SENIOR REFERENCE GROUP

Allentown College
Andrews University
Augustana College
Austin Peay State University
Baylor University
Bemidji State University
Bethel College
Bryan College
Capital University
Central University
Clarion State College
College of Notre Dame of Maryland
College of the Ozarks
Davis & Elkins College
Doane College
East Tennessee State University
Freed-Hardeman College
Friends University
Glassboro State University
Illinois Wesleyan University
Incarnate Word College
Iowa Wesleyan College
Le Moyne College
Lincoln University
Louisiana State University
Loyola University of Chicago
Loyola University of New Orleans
Marion College
Marymount College of Virginia
Maryville State College
Marywood College
Memphis State University
Middle Tennessee State University
Morningside College
Mount Marty College
Mount St. Mary's College
Nebraska Wesleyan
Northeast Missouri State University
Ohio University
Ouachita Baptist University
Our Lady of the Lake University
Penn State University
Rochester Institute of Technology
Rockhurst College
St. Ambrose College
St. Mary College (Kansas)
St. Mary's College (Minnesota)
Seattle University
State University of New York at Plattsburgh
Talladega College
Tennessee State University
Tennessee Technological University
Texas Christian University
The King's College (New York)
University of Charleston
University of Iowa
University of Northern Colorado
University of Oklahoma
University of Phoenix
University of Puget Sound
University of Redlands
University of Rhode Island
University of Tennessee - Chattanooga
University of Tennessee - Knoxville
University of Tennessee - Martin
University of Wyoming
Upsala College
Voorhees College
Westmont College
William Jewell College
William Penn College
William Paterson College
York College of Pennsylvania

Table 3

Estimated COMP Total Score Gains for Seniors Appendix C

(N = 5105 Seniors at 59 Institutions)



*See reverse side

52 Senior Institutions for whom Mean Score Gains
are Plotted on Reverse Side

Austin Peay State University
Baylor University
Bemidji State University
Bethel College
Bryan College
Capital University
Clarion State College
College of Notre Dame
of Maryland
Davis and Elkins College
Doane College
East Tennessee State University
Eastern Kentucky University
Friends University
Glassboro State College
Illinois Wesleyan University
Iowa Wesleyan College
Lincoln University (PA)
Loyola University of Chicago
Marion College
Marywood College
Mayville State College
Memphis State University
Michigan State University
Middle Tennessee State University
Mississippi State University
Morningside College
Mount Marty College
Mount Saint Mary's College (California)
Nebraska Wesleyan University
Northeast Missouri State University
Ohio University
Ouachita Baptist University
Our Lady of the Lake University
Rochester Institute of Technology
Saint Mary College (Kansas)
Seattle University
State University of New York at Plattsburgh
Tennessee State University
Tennessee Technological University
Texas Christian University
University of Illinois
University of Iowa
University of Northern Colorado
University of Rhode Island
University of Southern Mississippi
University of Tennessee-Chattanooga
University of Tennessee-Knoxville
University of Tennessee-Martin
Upsala College
Valley City State College
Westmont College
William Penn College